MEETING OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

OPEN SESSION

Tuesday, October 25, 2005
4:45 P.M.-Closed Session, 7:30 P.M.-Open Session
Educational Support Services Building

I. PLEDGE OF ALLEGIANCE

II. SILENT MEDITATION IN REMEMBRANCE

III. AGENDA

Consideration of the agenda for October 25, 2005

III.A. SPECIAL ORDER OF BUSINESS – Presentation of Governor’s Commission to JoAnn Murphy (Mr. Grzymski)

IV. ADVISORY AND STAKEHOLDER GROUPS

V. SUPERINTENDENT’S REPORT

• Legislative Agenda

VI. SPECIAL ORDER OF BUSINESS – Report on Area Educational Advisory Council Standardization (Mr. Grzymski)

VII. RECOGNITION OF ADVISORY COUNCIL APPOINTMENT FROM OCTOBER 5, 2005 (Dr. Peccia)

VIII. REPORTS

A. Annual Report on Results (Dr. Pish/Mr. Cincotta) Exhibit A

IX. NEW BUSINESS

A. Consideration of consent to the following personnel matters: (Dr. Peccia)
   1. Transfer Exhibit B
   2. Retirements Exhibit C
   3. Resignations Exhibit D
   4. Leaves of Absence Exhibit E
   5. Administrative Appointments Exhibit F
IX. NEW BUSINESS (cont)

B. Consideration of consent to the following contract awards: (Mr. Gay/Mr. Sines)  
   Exhibit G

   2. 2006 BCPS Principals’ Leadership Conference
   3. Deferred Compensation Plan
   4. Educational Consultant Services
   5. Electric Motor Repair
   6. Electricity Consultant Services
   7. Locksmith Services
   8. Microwave and Ancillary Equipment (Wireless)
   9. Sod, Various Types
   11. Systemic Renovation – Villa Cresta Elementary School
   12. HVAC Upgrades – Prettyboy Elementary School
   13. Ventilator Replacement – Padonia International Elementary School

C. Consideration of consent to the Baltimore County Public Schools FY2006 Capital Budget Appropriation Transfer (BAT) (Ms. Burnopp)  
   Exhibit H

XI. INFORMATION

A. Southwest Area Educational Advisory Council Meeting  
   Minutes of September 21, 2005  
   Exhibit I

XII. ANNOUNCEMENTS

Public Comment

   Next Board Meeting  Tuesday, November 8, 2005  
    7:30 PM  Greenwood
INFORMATION

The Results Report summarizes progress towards the achievement of the goals and performance indicators outlined in the Blueprint for Progress. The Blueprint for Progress reflects characteristics that all parents would want for their child’s academic experience. This report provides charts and verbal analysis on the 57 indicators contained in the Blueprint for Progress. This document is produced annually and is presented to the Board of Education in October each year.

Websites:

Blueprint for Progress [http://www.bcps.org/offices/super/pdf/Blueprint-for-Progress.pdf](http://www.bcps.org/offices/super/pdf/Blueprint-for-Progress.pdf)

Attachment I - Executive Summary
Attachment II - PowerPoint
Attachment III - MSDE Annual Measurable Objectives
Attachment IV – 2005 SAT and Advanced Placement Maps
EXECUTIVE SUMMARY 2004–2005
2004-2005 REPORT ON RESULTS

HISTORY

The Report on Results summarizes progress toward the achievement of the goals and performance indicators outlined in the Blueprint for Progress. The Blueprint for Progress reflects characteristics that all parents would want for their child’s academic experience. The Blueprint for Progress was developed by the Superintendent of the Baltimore County Public Schools in conjunction with community stakeholders and school system leaders and employees and was approved by the Board of Education. The Blueprint for Progress is the foundational document that guides the vision of the school system with a focus on steady improvement toward achieving the goals and performance indicators. The Blueprint for Progress has undergone two revisions since its original adoption by the Baltimore County Board of Education on November 21, 2000. The Blueprint was revised during the 2002–2003 school year to include the requirements of the No Child Left Behind Act of 2001, the Bridge to Excellence in Public Schools Act, and the recommendations of the Visionary Panel for Better Schools. The Blueprint underwent additional revision in 2005 to reflect changes to the Maryland Accountability Plan.

The Blueprint for Progress contains eight broadly defined performance goals and fifty-seven performance indicators, all based on state and BCPS standards. Goals two through eight were developed to support goal one: By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and State performance level standards, in reading/language arts, mathematics, science, and social studies. The performance indicators are measurable objectives that underlie and support the achievement of the eight performance goals. The Report on Results systematically examines each performance indicator against measurable criteria to determine the degree of progress achieved for each school year.

The Report on Results examines the major goals and performance indicators through disaggregation of data, when that information is available. When disaggregated information is presented in the Report on Results, it follows the Maryland Accountability Plan format and No Child Left Behind requirements. The information in the Report on Results is presented in both graphic and narrative formats.

The foundation of the Maryland Accountability Plan is Adequate Yearly Progress (AYP). AYP measures the performance of all schools and school systems in the State of Maryland in thirty-eight separate areas. The thirty-eight measures of accountability under the No Child Left Behind Act require separate AYP decisions in reading and math, by subgroup and race/ethnicity, for all schools. The Maryland State Department of Education established Annual Measurable Objectives (AMO), annual targets for achievement, so that local school systems can determine their progress toward meeting the goal of 100% of students achieving proficient/advanced by 2014. The comprehensive reporting format employed by the MSDE allows for the disaggregation and analysis of data by racial/ethnic groups, economically disadvantaged students (FARM), students receiving special education services, and those who are English Language Learners (ELL).
The vision of the Baltimore County Public Schools (BCPS) is to produce graduates who have the content knowledge, skills, and attitudes to reach their potential as responsible, productive citizens and to be successful in college and the workplace. BCPS believes that all students can and will learn and achieve when the following necessary conditions for learning are provided: a rigorous curriculum, highly qualified teachers, and proven strategies for learning. The Report on Results shows that the vision of BCPS is being achieved through the implementation of the Blueprint for Progress, as student performance continues to improve while substantial demographic changes occur, including significant increases in the minority and English Language Learner populations and changing socio-economic conditions. A comprehensive analysis of student achievement data clearly indicate a strong trend of continuous improvement; however, achievement gaps remain. Addressing these performance gaps through consistent implementation of the Blueprint for Progress is vital to ensuring the success of all students. A brief summary of the highlights of the Report on Results and opportunities for growth follows.

SUMMARY OF RESULTS

**Goal 1 – By 2012 all students will reach high standards, as established by the Baltimore County Public Schools and State performance level standards, in reading/language arts, mathematics, science, and social studies.**

- Notable increases in student performance have been achieved on the Maryland School Assessments (MSA). Maryland School Assessment (MSA) scores have risen consistently for the past three years. In 2004-05 scores remained consistent or increased in all grades tested in reading and mathematics.

- The percentage of diploma-bound students achieving proficient/advanced on the MSA in reading continues to increase. In grades 3, 5, and 8 (the only grades for which trend data are available), the percentages of students achieving proficiency have increased by 18, 9, and 9 percentage points, respectively, from 2002-03 to 2004-05. The following student groups have evidenced improvement on MSA reading from 2002-03 to 2004-05: African American, White, Hispanic, FARM, and Special Education. In 2004-05, all grades exceeded the grade level AMO by at least 13.5 percentage points.

- The percentage of diploma-bound students achieving proficient/advanced on the MSA in mathematics continues to increase in grades 3 – 8. In grades 3, 5, and 8 (the elementary and middle school grades for which trend data are available), the percentages of students achieving proficiency have increased by 12, 18, and 13 percentage points, respectively, from 2002-03 to 2004-05. The following student groups evidenced improvement on MSA mathematics from 2002-03 to 2004-05: African American, White, Hispanic, FARM, and Special Education. In 2004-05, all elementary and middle school grades tested exceeded the AMO by at least 19 percentage points. The following grade 10 student groups improved performance on MSA Mathematics from 2002-03 to 2004-05: American Indian, Asian, African American, FARM, Special Education, and ELL. In 2004-05, grade 10 students, as a group, met the AMO.

- Student performance on the MSA demonstrates continuous improvement in reading and math; however, challenges remain. Cohort data indicate that as students approach the upper elementary grades and middle school, the rate of improvement slows. Students who require special education services have experienced improvement; however, they
must be provided access to the core curriculum in the least restrictive environment. BCPS met the state AMO of 40.6% of students passing the MSA in geometry in 2004-05; however, 59.3% of students need to acquire the skills and knowledge necessary to pass prior to graduation.

- A high percentage of students taking the ALT-MSA scored in the proficient or advanced category in both reading and mathematics. In reading, 87.5% of students taking the ALT-MSA scored in the proficient or advanced category, an increase of 26 percentage points from 2002-03 to 2004-05. In mathematics, 83.6% scored in the proficient or advanced category, an increase of 22 percentage points from 2002-03 to 2004-05.

- Nearly all students (93.8%) had earned at least one fine arts credit by the end of grade 12 in 2004-2005.

- **Advanced Placement (AP)** participation has continued to increase from a baseline of 1.7% in 1989-90 to 10.2% in 2004-05. The increase from 8.6% in 2003-04 to 10.2% in 2004-05 was 1.6 percentage points. During this period of dramatic increase in participation, pass rates have remained above the global pass rate of 60% and the BCPS pass rate goal of 70%. The systemwide pass rate for 2004-05 is 71%, and it has remained constant since 2003-04. Determined efforts to support improvement in the AP participation and pass rates will continue. In 2004-05, 3 high schools had participation rates of 21% – 29%; 3 had participation rates of 14% – 21%; 7 had participation rates of 7% – 14%; and 11 had participation rates of 0.1% – 7%. In 2004-05, 11 high schools had participation rates of 70% – 99%; 3 had pass rates of 50% – 70%; 2 had pass rates of 25% – 50%; and 8 had pass rates of 1% – 25%.

- The rate of student participation in the SAT has risen for four years; 55% of grade 12 students took the SAT in 2004-05. This figure exceeds the 2005 national participation rate of 49%. SAT scores have remained strong, near or exceeding the national average, for five consecutive years. Concerted efforts to support improvement in the participation and pass rates of all students will continue. In 2004-05, 6 high schools had participation rates of 75% – 90%; 4 had participation rates of 60% – 75%; 3 had participation rates of 50% – 60%; 5 had participation rates of 30% – 50%; and 5 had participation rates of 1% – 30%. In 2004-05, 3 high schools had combined scores of 1,100 – 1,150; 7 had combined scores of 1,050 – 1,100; 2 had combined scores of 1,000 – 1,050; 4 had combined scores of 950 – 1,000; 2 had combined scores of 900 – 950; and 5 had combined scores of 790 – 900.

- The Accuplacer test enables students to enroll in college level courses at two-year colleges. In 2005, 73.1% of students taking the Accuplacer test in English scored “College Ready” or “On Track.”

- Among 2004 high school graduates, 68.9% of students identified as career and technology education completers had an overall GPA that met or exceeded state standards. Among this same population, 78.0% had a technical GPA that met or exceeded state standards.

**Goal 2 – By 2012, all English Language Learners will become proficient in English and reach high academic standards in reading/language arts, mathematics, science, and social studies**

- The rate of English Language Learners scoring in the proficient or advanced category on MSA mathematics exceeded the BCPS standard of 50.0%. This includes students who
have been receiving ESOL (English Speakers of Other Languages) services for one to three years. Continuing to support English Language Learners in acquiring the English language skills required to increase comprehension continues to be a priority.

- The percentage of ESOL students successfully meeting exit criteria for English proficiency increased by 6.5 percentage points from 2003-04 to 2004-05.

**Goal 3 – By 2005-2006, all students will be taught by highly qualified teachers.**

- The percentage of highly qualified teachers in 2004-05 was 87.0%. The percentage of highly qualified middle school mathematics teachers has risen from 31.9% in 2003-04 to 79.4% in 2004-05. The percentage of newly-hired teachers in Title I schools was 84.2% in 2004-05, an increase of 12.8 percentage points since 2002-03.

- The percentage of highly qualified paraprofessionals has nearly doubled from 45.1% in 2002-03 to 80.6% in 2004-05.

**Goal 4 – All students will be educated in school environments that are safe and conducive to learning.**

- 79% of stakeholders surveyed reported satisfaction with academics.

- 77% of stakeholders surveyed reported satisfaction with a safe and orderly environment.

- 76% of stakeholders surveyed reported satisfaction with the amount of parent/guardian involvement.

**Goal 5 – All students will graduate from high school.**

- The graduation rate in Baltimore County in 2004-05 was 84.8% and above the AMO of 83.2%. Continuing efforts to improve the systemwide graduation rate are required, as there has been a 3.4 percentage point decrease since 2002-2003. Among BCPS graduates, 87.1% met University of Maryland entrance requirements or career and technology career completer requirements in 2004-05, which was 10.8 percentage points higher than the rate for 2003-04 graduates and is the highest rate achieved since 2000-01.

**Goal 6 – Engage parents/guardians, business, and community members in the educational process.**

- In 2005, of schools reporting the data, 69.0% of elementary schools, 58.0% of middle schools, and 74.0% of high schools increased the number of parent/student/teacher conferences by at least 10.0% compared to the previous year.

- In 2005, of schools reporting the data, 47.0% of elementary schools, 59.0% of middle schools, and 62.0% of high schools increased the number of volunteers/tutors by at least 10.0% compared to the previous year.

**Goal 7 – Involve principals, teachers, staff, stakeholders, and parents/guardians in the decision-making process.**

- All schools used school level data to develop a local results report based upon an analysis of student achievement and other data.

**Goal 8 – All students will receive a quality education through the efficient and effective use of resources and the delivery of business services.**
• The BCPS standard of student to computer ratio of 5 to 1 was exceeded in 2005, with a ratio of 3.5 students to each computer.

• The Wide Area Network (WAN), Enterprise Systems (ES), and the telephone system operated effectively 99.0% of the time; exceeding the county standard of 98.0%.

OPPORTUNITIES FOR GROWTH

As the Report on Results indicates, the Blueprint for Progress has been successful in providing a framework for continuously increasing student achievement. However, the following areas of opportunities for growth exist:

• Increasing course rigor and improving the achievement of students in middle and high schools to ensure that all students pass the HSA and that the AP participation and pass rates increase.

• Improving the consistency and implementation of the Voluntary State Curriculum, Core Learning Goals, and the BCPS Essential Curriculum to ensure that all students are successful on the MSA, HSA, AP, and SAT.

• Maintaining focus on providing programs and interventions that will move all students to proficient/advanced in reading/language arts and mathematics on the MSA.

To address these areas, BCPS has taken action steps including the following: eliminating 206 low-level/obsolete courses and maintaining a commitment to increasing the rigor of the instructional program through the curriculum revision process in grades PreK – 12; focusing the system on high school reform including conducting the 2005 High School Summit; implementing AVID (Advancement Via Individual Determination) and other programs to prepare more students to be college-ready; revamping the Algebra I curriculum to ensure access to all students, including special education students; continuing early intervention including prekindergarten, full-day kindergarten, and inclusion; implementing Education That is Multicultural strategies including addressing learning styles and students’ cultural and linguistic diversity; enhancing opportunities for parent and community involvement; replacing ELL tutors with certified ELL teachers; supporting programs to assist teachers and paraprofessionals to become highly qualified; and providing alternative and intervention programs to address acceleration, transition, and other student needs.

Additional details of results in each goal area are available in the full 2004-2005 Report on Results. Additional information about the Blueprint for Progress strategies and activities being implemented to address the aforementioned opportunities for growth are available in the 2005-2006 Master Plan. The Baltimore County Public Schools are committed to continuing the consistent implementation of the Blueprint for Progress and Master Plan. BCPS students are performing at the highest levels in the history of the school system – standards continue to be raised, achievement continues to improve, and BCPS will continue to stay the course.
Annual Report to the Board of Education
October 25, 2005
Report on Results

- Provides a detailed view of the progress made on Baltimore County Public Schools' *Blueprint for Progress*
- Provides an opportunity to examine trends over the past three to five years
- Provides written analysis on all 57 indicators
Report on Results

GOAL 2: English Language Learners
GOAL 3: Highly Qualified Teachers
GOAL 4: Safe School Environment
GOAL 5: High School Graduation
GOAL 6: Parents, Business, Community
GOAL 7: Decision-Making Involvement
GOAL 8: Effective Use of Resources

GOAL 1: Student Achievement
Report on Results

Each goal is supported by several indicators

Goal 1

Indicator 1.1
  Measure

Indicator 1.2
  Measure

Indicator 1.3
  Measure

Indicator 1.4
  Measure
Goal 1: By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and State performance level standards in reading/language arts, mathematics, science, and social studies.

Indicator 1.1: All diploma-bound students in grades 3-8 and students enrolled in English 10 and Geometry will meet or exceed Maryland School Assessment (MSA) standards.

Measure: Percentage of students scoring in the advanced or proficient categories on the Maryland School Assessments.
Adequate Yearly Progress (AYP) is determined by school and system level results for:

- Mathematics
- Reading
- Attendance
- Graduation

Each of these areas is examined in the Report on Results.
Annual Measurable Objective (AMO) is the target percentage that subgroups must meet in order for them to make Adequate Yearly Progress or AYP.

AMOs are determined by the Maryland State Department of Education for reading, mathematics, attendance, and graduation.

BCPS has exceeded the 2005 grade level AMOs.
Achievement Results

- Maryland School Assessments
  - Mathematics and Reading
  - Including students who take the ALT-MSA
  - Indicators 1.1 and 1.5

- High School Assessments
  - Indicator 1.12

- SAT
  - Indicators 1.17 and 1.18

- Advanced Placement Tests
  - Indicator 1.14
Maryland School Assessments

- Three performance categories
  1. Advanced
  2. Proficient
  3. Basic

- Subgroups, schools, and school systems are held accountable for the percentage of students that score in the advanced and proficient categories combined.

- It is this percentage that must meet or surpass each Annual Measurable Objective.
Subgroups

The *Report on Results* examines the achievement of students in the following subgroups:

- **Racial/Ethnicity**
  - American Indian
  - Asian
  - African American
  - White
  - Hispanic

- **Special Areas**
  - English Language Learners (ESOL)
  - Free and Reduced Lunch
  - Special Education
  - Gifted and Talented
MSA Elementary Schools - Mathematics
Proficient or Advanced

<table>
<thead>
<tr>
<th>Grade</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>66.2</td>
<td>73.1</td>
<td>78.2</td>
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<tr>
<td>Grade 4</td>
<td>72.0</td>
<td>77.3</td>
<td>61.6</td>
</tr>
<tr>
<td>Grade 5</td>
<td>52.2</td>
<td>69.9</td>
<td></td>
</tr>
</tbody>
</table>

2005 Grade level AMO

BCPS System Results for Performance Indicator 1.1
Third Grade Mathematics

Maryland School Assessment

Percent Proficient/Advanced

Year


All Students
AMO
MSA Elementary Schools - Reading Proficient or Advanced

- Grade 3: 63.3%, 76.2%, 81.4%
- Grade 4: 80.7%, 86.1%
- Grade 5: 69.6%, 72.9%, 78.5%

2005 Grade level AMO
BCPS System Results for Performance Indicator 1.1
Achievement Growth

MSA Grade 5 - Math
Proficient or Advanced by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>48</td>
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<td>58</td>
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<tr>
<td>Asian</td>
<td>74</td>
<td>80</td>
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<tr>
<td>African American</td>
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<td>71</td>
<td>79</td>
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<tr>
<td>Hispanic</td>
<td>45</td>
<td>57</td>
<td>65</td>
</tr>
</tbody>
</table>

2005 Grade level AMO
BCPS System Results for Performance Indicator 1.1
Achievement Growth

MSA Grade 5 - Math
Proficient or Advanced by Subgroup

Percentage

ESOL          FARM          GT          Special Ed.
33            32            97          24
44            45            98          31
50            54            99          40

2005 Grade level AMO

BCPS System Results for Performance Indicator 1.1
Achievement Growth

ALT-MSA Grade 3 to 10 - Math
Proficient or Advanced by Race/Ethnicity

Percentage

American Indian  Asian  African American  White  Hispanic

2003  2004  2005

2005 Grade level AMO
BCPS System Results for Performance Indicator 1.5
Achievement Growth

ALT-MSA Grade 3 to 10 - Math Proficient or Advanced by Subgroup


2005 Grade level AMO
BCPS System Results for Performance Indicator 1.5
Maryland School Assessments
Elementary Schools

MSA Elementary Schools - Grade 3 Cohort of 2003
Proficient or Advanced

Percentage

Mathematics

Reading

Grade 3
Grade 4
Grade 5

Cohort n = 6353
Total n = 7501
MSA Middle Schools - Mathematics Proficient or Advanced

<table>
<thead>
<tr>
<th>Grade</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 6</td>
<td>50.8</td>
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<td>57.9</td>
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<tr>
<td>Grade 7</td>
<td>58.6</td>
<td>52.2</td>
<td>57.9</td>
</tr>
<tr>
<td>Grade 8</td>
<td>39.5</td>
<td>47.8</td>
<td>52.6</td>
</tr>
</tbody>
</table>

2005 Grade level AMO

BCPS System Results for Performance Indicator 1.1
MSA Middle Schools - Reading Proficient or Advanced

<table>
<thead>
<tr>
<th>Grade</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
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</thead>
<tbody>
<tr>
<td>Grade 6</td>
<td>73.3</td>
<td>73.0</td>
<td>73.3</td>
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<td>Grade 7</td>
<td>70.6</td>
<td>71.1</td>
<td>69.3</td>
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<tr>
<td>Grade 8</td>
<td>59.9</td>
<td>65.7</td>
<td>69.3</td>
</tr>
</tbody>
</table>

BCPS System Results for Performance Indicator 1.1

2005 Grade level AMO
Eighth Grade Reading

Maryland School Assessment

Year

Percent Proficient/Advanced


0 10 20 30 40 50 60 70 80 90 100

All Students
AMO
Maryland School Assessments
Middle Schools

Grade 5 Cohort of 2003
Proficient or Advanced

Reading
Grade 5: 71.2%
Grade 6: 76.1%
Grade 7: 74.1%

Mathematics
Grade 5: 68.8%
Grade 6: 74.9%
Grade 7: 72.9%

Cohort n = 6758
Total n = 8198
Prior to the 2005 – 2006 school year, students were required to take the High School Assessments.

Beginning with the high school graduating class of 2009 (current grade 9 students), students are required to take and pass the HSAs to earn their diplomas.
MSA and HSA

**MSA**
- Linked to requirements from No Child Left Behind Act
- Three proficiency levels

**HSA**
- Linked to Maryland graduation requirements
- Pass/Fail

English 10 and Algebra serve the purposes of both MSA and HSA.

Both are used to determine AYP for high schools and the school system.

Both are a requirement for high school graduation.
To meet the graduation requirement of passing the High School Assessments, students must:

1. Pass all four HSAs, or
2. Earn at least the minimum score on all four HSAs and earn the minimum combined score.
High School Assessments

Pass Rates for First Time Test Takers

<table>
<thead>
<tr>
<th>Subject</th>
<th>2002</th>
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<th>2005</th>
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<td>Biology</td>
<td>54</td>
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<td>59</td>
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<td>Government</td>
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<td>63</td>
</tr>
<tr>
<td>Algebra</td>
<td>54</td>
<td>58</td>
<td>51</td>
<td>50</td>
</tr>
</tbody>
</table>

BCPS System Results for Performance Indicator 1.12
Highly Qualified Teachers

Percentage of Highly Qualified Teachers

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>2003</td>
<td>89.4</td>
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<tr>
<td>2004</td>
<td>89.9</td>
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<tr>
<td>2005</td>
<td>87.0</td>
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</tbody>
</table>

BCPS System Results for Performance Indicator 3.1
Highly Qualified Teachers

Percentage of Highly Qualified Title 1 Teachers

BCPS System Results for Performance Indicator 3.4
Highly Qualified Teachers

Highly Qualified Middle School Mathematics Teachers

BCPS System Results for Performance Indicator 3.3
Graduation Rate

Graduation Rate

2001: 87.5%
2002: 88.0%
2003: 88.2%
2004: 86.1%
2005: 84.8%

BCPS System Results for Performance Indicator 5.1

2005 State AMO
SAT Participation Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>2001</td>
<td>52.6</td>
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<tr>
<td>2002</td>
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<tr>
<td>2003</td>
<td>51.3</td>
</tr>
<tr>
<td>2004</td>
<td>52.1</td>
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<tr>
<td>2005</td>
<td>55.2</td>
</tr>
<tr>
<td>National 2005</td>
<td>49.0</td>
</tr>
</tbody>
</table>

BCPS System Results For Performance Indicator 1.17
SAT Combined Scores

2000: 997
2001: 1021
2002: 1037
2003: 1034
2004: 1027
2005: 1025
National Mean 2005: 1028

BCPS System Results for Performance Indicator 1.18
SAT Combined Scores

Performance Indicator 1.18

Baltimore County Public Schools High School 2005 SAT Grade 12 Combined Mean Scores

- 2005 SAT Combined All-Races, Mean Scores:
  - 1000 to 1150: (3)
  - 1050 to 1100: (7)
  - 1000 to 1050: (2)
  - 950 to 1000: (4)
  - 900 to 950: (2)
  - 850 to 900: (5)

Legend:
- New Town HS No Grade 12 Students
Advanced Placement Tests

**AP Participation Rate**

**BCPS System Results for Performance Indicator 1.13**

- 2001: 7%
- 2002: 7.6%
- 2003: 8.6%
- 2004: 9.6%
- 2005: 10.2%
- BCPS Goal: 7%
Advanced Placement Tests

AP Pass Rate

BCPS System Results for Performance Indicator 1.14
Advanced Placement Tests

One of the greatest achievements in Baltimore County Public Schools is the steady pass rate for students taking Advanced Placement Tests while, at the same time, the participation rate has increased.
Advanced Placement Tests

Participation Map

Performance Indicator 1.13
Advanced Placement Tests

Pass Rate Map

Performance Indicator 1.14
In Summary

- **Maryland School Assessments** – three years of systemwide increases
- **ALT-MSA** – scores continue to increase
- **Advanced Placement** – increased student participation and pass rates
- **SAT** – increased student participation and scores have remained strong
- **Highly Qualified Teachers** – increased overall, Title I, and middle school Mathematics teachers
Opportunities for Growth

► Increase rigor for all students
► Ensure all student groups attain proficiency
► Improve pass rates on HSA for all student groups
► Improve AP and SAT participation and scores in targeted schools
► Continue efforts to ensure highly qualified teachers in core content areas
Education belongs to all of us. School success depends on the combined efforts of visionary leadership, strong principals, effective teachers, hardworking students, active parents, and supportive communities. We are extremely fortunate in Baltimore County to have all these ingredients for continued progress.

Joe A. Hairston
Superintendent, Baltimore County Public Schools
Annual Measurable Objectives by Subject
(numbers are percentages)

### Mathematics

<table>
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<tr>
<th>Year</th>
<th>Grade</th>
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<th>4</th>
<th>5</th>
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### Reading

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Graduation

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Baltimore County Public Schools High School
2005 SAT Grade 12 Participation

SAT Participation by Percentage
- 75% to 90% (6)
- 60% to 75% (4)
- 50% to 60% (3)
- 30% to 50% (5)
- 1% to 30% (5)

New Town HS
No Grade 12 Students

Prepared by the Baltimore County Public Schools
Office of Strategic Planning, October 2005
Baltimore County Public Schools 2004/2005 High School Advanced Placement (AP) Pass Rates

BCPS High School AP Pass Rate 2004/2005 School Year
- 70% to 99% (11)
- 50% to 70% (3)
- 25% to 50% (2)
- 1% to 25% (8)

Prepared by the Baltimore County Public Schools Office of Strategic Planning, October 2005
Baltimore County Public Schools 2004/2005 High School
Advanced Placement (AP) Participation Rates

Hereford HS 20.2%
Franklin HS 12.8%
Owings Mills HS 10.9%
Pikesville HS 28.9%
New Town HS 4%
Milford Mill Academy 2.6%
Randallstown HS 5.9%
Woodlawn HS 1.5%
Cantonville HS 14.6%
Lansdowne HS 6%
Western Tech 9.6%
Eastern Tech 11.7%
Parrish HS 9.4%
Patapsco HS 4.7%
Perry Hall HS 9.4%
Dulaney HS 22.7%
Loch Raven HS 11.4%
Parkville HS 8.3%
Towson HS 20.5%
Overlea HS 5.5%
Dundalk HS 3.4%
Kenwood HS 4.6%
Woodlawn HS 1.5%
Sparrows Point HS 4.6%
Chesapeake HS 1%

BCPS High School AP Participation Rate
2004/2005 School Year
- 21% to 28% (3)
- 14% to 21% (3)
- 7% to 14% (7)
- 1% to 7% (11)

Prepared by the Baltimore County Public Schools
Office of Strategic Planning, October 2005
Baltimore County Public Schools  
Towson, Maryland 21204  

October 25, 2005  

Recommended Transfers  

<table>
<thead>
<tr>
<th>Name</th>
<th>From</th>
<th>To</th>
</tr>
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</table>
| Frank A. Abbott | Superintendent Designee - Northwest Area (.5)  
Pupil Personnel Worker (.5)                  | Superintendent Designee - Department of Student Support Services |

(Replacing Jessie Douglas, promoted to Coordinator of AVID, Department of Teaching and Learning)
Baltimore County Public Schools
Towson, Maryland 21204

October 25, 2005

**RETIREMENTS**

<table>
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<tr>
<th>NAME</th>
<th>POSITION</th>
<th>SCHOOL/OFFICE</th>
<th>YRS. OF SERVICE</th>
<th>EFFECTIVE DATE</th>
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<td>ROTC Instructor</td>
<td>Milford Mill Academy</td>
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<td>Phyllis Hopson</td>
<td>Guidance Counselor</td>
<td>Southwest Academy</td>
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<td>Mary Ann Schaefer*</td>
<td>School Nurse/RN</td>
<td>Joppa View Elementary</td>
<td>23.0</td>
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</table>

*County Retirement Plan (BCERS)*

As of 9/30/05
Exhibit D

BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204

October 25, 2005

RESIGNATIONS

ELEMENTARY – 3

Dundalk Elementary School
Gene C. Cressler, 11/08/05, 2.0 mos.
Grade 4

Lansdowne Elementary School
Johann L. Kaltenbacher, 09/30/05, 7.0 mos.
Grade 2

Stoneleigh Elementary School
Bradley W. Palmer, 10/28/05, 12.2 yrs.
Grade 3

SECONDARY – 10

Dundalk High School
Susan Vaughn, 12/15/05, 4.4 yrs.
Nurse

Dundalk Middle School
Andrew Devos, 10/28/05, 3.2 yrs.
Art

Lansdowne High School
William C. Staub, 10/21/05, 1.2 yrs.
ROTC Instructor

New Town High School
Carey H. Mitchell, 10/21/05, 2.0 mos.
Modern Languages

Kanita L. Hundley, 08/28/05, 2.0 yrs.
Home Economics

Woodlawn High School
John A. Robertson, 06/30/05, 7.0 yrs.
Social Studies

Randallstown High School
Woodlawn Middle School
Julelah Fuller, 10/21/05, 4.2 yrs.
Special Education

George M. Holman, 09/19/05, 10 days
Special Education

ADMINISTRATORS – 1

Parkville High School
Diane K. Coy, 10/14/05, 20.2 yrs.
Assistant Principal

CENTRAL OFFICES – 1

Department of Teaching and Learning
Teresa K. McCoy, 10/13/05, 4.0 mos.
Compliance Specialist

SEPARATIONS FROM LEAVE – 2

Kimberly A. Hall-Johnson, granted Unusual or Imperative Leave, 08/23/04 – 08/23/05, resigned 09/26/05, 9.1 yrs.

Tracy A. Ripani, granted Unusual or Imperative Leave, 07/01/04 – 06/30/05, resigned 06/30/05, 10.0 yrs.
PERSONAL ILLNESS LEAVE

DIANE FEWSTER – Parkville High School (Café Worker)*

*Non-member Maryland State Retirement System & Pension System
# RECOMMENDED APPOINTMENTS

October 25, 2005

<table>
<thead>
<tr>
<th>NAME</th>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
</table>
| **EDWARD L. CORNISH** | Assistant Principal/Extended School Administrator  
Snow Hill High School  
Worcester County Public Schools  
(Effective October 26, 2005)  
(New Position)           | Compliance Specialist  
Title I and Grant Assistance  
Department of Teaching and Learning |
| **DANIELLE S. CROSSLEY** | Director of Adult Education/  
Principal of Evening High School  
Newburgh Enlarged City School District  
(Effective October 26, 2005)  
(Replacing Lisa Williams, promoted to Coordinator, Title I and Grant Assistance, Department of Teaching and Learning) | Supervisor, Title I and Grant Assistance  
Department of Teaching and Learning |
| **GAYLE M. LOMAX**    | Lawyer  
Reese & Carney, LLP  
(Effective October 26, 2005)  
(Teresa McCoy, resigning) | Compliance Specialist  
Title I and Grant Assistance  
Department of Teaching and Learning |
DATE: October 25, 2005

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

RE: RECOMMENDATIONS FOR AWARD OF CONTRACTS

ORIGINATOR: J. Robert Haines, Deputy Superintendent, Business Services

PERSON(S): Rick Gay, Manager, Office of Purchasing
Michael Sines, Executive Director, Department of Physical Facilities

RECOMMENDATION

That the Board of Education approves the following contract recommendations.

*****

See the attached list of contract recommendations presented for consideration by the Board of Education of Baltimore County.

RLG/caj

Appendix I – Recommendations for Award of Contracts – Board Exhibit
Recommendations for Award of Contracts
Board Exhibit -- October 25, 2005

The following contract recommendations are presented for consideration by the Board of Education of Baltimore County.

1. **Contract Modification:** Assignment of Citistreet Contract to Metlife, Inc.
   **Contract #:** RGA-172-06

   **Term:** 5 years  **Extension:** 0  **Contract Ending Date:** 6/30/09 (tentative)
   **Estimated annual award value:** NA  **Estimated total award value:** NA
   **Bid issued:** NA  **Pre-bid meeting date:** NA  **Due date:** NA  **No. of vendors issued to:** NA  **No. of bids received:** NA  **No. of no-bids received:** NA

**Description:**

At the March 26, 2002, Board of Education meeting, the Board approved the 403b contract for seven years.

On August 10, 2005, Baltimore County Public Schools was notified that effective September 1, Citigroup’s Traveler’s Life and Annuity and substantially all of Citigroup’s international insurance business were purchased by MetLife, Inc. As part of the sale, our contract with Traveler’s Life and Annuity under the name of Citistreet provides BCPS employees with an approved 403b product. Pursuant to the original contract, this assignment requires the written approval of the Board of Education. Legal counsel has reviewed the consent to assignment.

Therefore, approval of the assignment is recommended for the remainder of the contract term. All current terms, conditions, and pricing remain in effect.

**Recommendation:**

Recommendation of assignment to:

   MetLife, Inc.  New York, NY

**Responsible school or office:** Office of Payroll

**Contact person:** Ed Dieffenbach

**Funding source:** No BCPS Funds are involved
2. **Contract:** 2006 BCPS Principals’ Leadership Conference  
   **Contract #:** RGA-173-06

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<th>Term:</th>
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- Bid issued: NA
- Pre-bid meeting date: NA
- Due date: NA
- No. of vendors issued to: NA
- No. of bids received: NA
- No. of no-bids received: NA

**Description:**

BCPS solicited quotes from several Maryland resorts that have the guest rooms and meeting facilities to accommodate 250 plus people for the BCPS Principals’ Annual Leadership Conference June 19-21, 2006.

**Recommendation:**

Recommendation of award to:

- Rocky Gap Lodge & Golf Resort  
  Flintstone, Maryland

**Responsible school or office:** Department of Professional Development

**Contact person:** Arlene K. Fleischmann

**Funding source:** Operating Budget
3. **Contract:** Deferred Compensation Plan  
   **Contract #:** RGA-171-06 (Piggyback on Baltimore County Deferred Compensation Plan)  
   **Term:** 1 year  
   **Extension:** 4 years  
   **Contract Ending Date:** 6/30/10 (tentative)  
   **Estimated annual award value:** NA  
   **Estimated total award value:** NA  
   **Bid issued:** NA  
   **Pre-bid meeting date:** NA  
   **Due date:** NA  
   **No. of vendors issued to:** NA  
   **No. of bids received:** NA  
   **No. of no-bids received:** NA  

**Description:**  
Baltimore County Public Schools (BCPS) currently offers a 403(b) Tax Sheltered Annuity (TSA) program. The TSA program is a voluntary program that allows eligible BCPS employees to save toward retirement by investing pre-tax contributions in tax-deferred investments. TSA contributions are made solely by the employee through payroll deductions prior to federal and state taxes being calculated.

The Internal Revenue Code (IRC) establishes specific limits that govern the amounts an individual can contribute to a 403(b) plan. As a result of the federally mandated Economic Growth Tax and Reconciliation Relief Act (EGTRRA), effective January 1, 2002, contribution limits and provisions for 403(b) plans were significantly revised. Currently, two IRC limits apply: the IRC Section 402(g) elective deferral limit and the IRC Section 415(c) percentage of compensation limit. In order for eligible employees to take advantage of the tax savings via payroll deduction, a 403(b) account must be established with one of the TSA companies on BCPS’ authorized list. Additionally, contributions to a 403(b) plan no longer have to be offset by contributions to a 457 plan.

In order to offer voluntary pre-tax contributions beyond the limits set by 403(b) programs, BCPS wants to offer employees options to create a 457 program. By piggy-backing on the county contract, employees can contribute additional amounts annually to a 457 plan. The Baltimore County Deferred Compensation Plan has been in effect since 1981 and is part of a public sector offering underwritten through the National Association of Counties (NACo) 457 Deferred Compensation Program.

**Program features include:**  
- Diverse fund lineup  
- National Association of Counties (NACo) advisory committee plan oversight  
- Free access to Morningstar Clear Future’s personalized online investment education and guidance tool  
- Fully transactional customized web site [www.baltimorecountydc.com](http://www.baltimorecountydc.com)  
- Two full-time local salaried retirement specialists available for one-on-one consultations and group education workshops
• 50 licensed representatives-on-call to assist employees with enrollments, increases, and asset allocations
• Comprehensive financial reports
• A 24/7 voice-response system that allows participants to monitor and manage their account
• The 457 permits one to start taking money out of the plan when one retires before attaining age 59 1/2. It’s the only plan that allows this.
• The administrative fees and pricing are very favorable for the 457 plan.
• Federal and state taxes are deferred – annual limits are set; 403b and 457 plan limits are not combined

Nationwide Retirement Solutions is the administrator of the program. They currently administer over 8,000 government retirement programs across the country with $39 billion in plan assets, representing approximately 1.5 million plan participants. Timing for the Nationwide implementation is approximately two months.

**Recommendation:**

Recommendation of award to:

Nationwide Retirement Solutions Columbus, Ohio

**Responsible school or office:** Office of Employee Benefits & Retirement

**Contact person:** Kathleen J. Harmon

**Funding source:** Employee pays full cost of plan.
4. **Contract:** Educational Consultant Services
   **Contract #:** PCR-218-06

   **Term:** One-time  **Extension:** N/A  **Contract Ending Date:** N/A
   **Estimated annual award value:** $22,294
   **Estimated total award value:** $22,294

   **Bid issued:** NA
   **Pre-bid meeting date:** NA
   **Due date:** NA
   **No. of vendors issued to:** NA
   **No. of bids received:** NA
   **No. of no-bids received:** NA

   **Description:**

   This contract is to provide production services and video segments for on-line course development. This specific consultant was prescribed by the MSDE grant.

   Superintendent’s Rule 3215 creates guidelines and procedures for sole-source procurement only under specific guidelines. The rule permits a sole-source contract when the Office of Purchasing determines that it would be advantageous or that it would be impractical to seek or utilize another source when the requirement is only available from a single source and when the compatibility of equipment, accessories, or replacement parts is the paramount consideration. Similarly, Office of Purchasing procedure OP4002.4 states that a sole-source purchase may arise from the following conditions: copyrighted products, such as software, publications, textbooks, media, or products (specialized and/or advanced technology) which ensure a compatible learning environment for students/faculty at various school sites.

   **Recommendation:**

   Award of contract is recommended to:

   **Barbara Brooks**  
   Columbia, MD

   **Responsible school or office:** Instructional Technology
   **Contact person:** Thea Jones
   **Funding source:** Operating Budget
5. **Contract**: Electric Motor Repair  
   **Contract #**: PCR-215-06  

**Term**: 2 years  
**Extension**: 3 years  
**Contract Ending Date**: 10/26/10 (tentative)  
**Estimated annual award value**: $100,000  
**Estimated total award value**: $500,000  

**Bid issued**: August 25, 2005  
**Pre-bid meeting date**: September 8, 2005  
**Due date**: September 21, 2005  
**No. of vendors issued to**: 11  
**No. of bids received**: 3  
**No. of no-bids received**: 1  

**Description**:  
This contract consists of providing electric motor repair services for various heat, air conditioning, pump, and fan motors throughout BCPS.  

**Recommendation**:  
Award of contract is recommended to:  

- House of Balance, Inc.  
  Baltimore, MD  
- Lange Electric Co., Inc.  
  Baltimore, MD  

**Responsible school or office**: Office of Maintenance and Construction  
**Contact person**: Andy Gall  
**Funding source**: Operating Budget
6. **Contract:** Electricity Consultant Services  
**Contract #:** PCR-216-06 (Northeast Waste Authority #05-GEN/CO192)

**Term:** 1 year  
**Extension:** 4 years  
**Contract Ending Date:** 8/1/10 (tentative)

**Estimated annual award value:** $22,140  
**Estimated total award value:** $110,700

**Bid issued:** May 11, 2005  
**Pre-bid meeting date:** NA  
**Due date:** June 1, 2005  
**No. of vendors issued to:** NA  
**No. of bids received:** NA  
**No. of no-bids received:** NA

**Description:**

This contract consists of participating in the Northeast Waste Authority’s contract for electricity consulting services. BCPS, through participation in the Baltimore Regional Cooperative Purchasing Committee (BRCPC), has been bidding electricity on a retail or consumer basis since deregulation. The cooperative is now pursuing the purchase of electricity as a wholesaler, which in effect means contracting with a Public Service Commission licensed retail supplier to act as our agent in buying on the wholesale market.

This is one step closer to buying electricity at its source. To this end, the cooperative is contracting with South River Consulting to guide us through the process. Services will include: gathering market data; identifying qualified retail suppliers; tracking performance of our program; forecasting electricity price and providing risk strategy and management; and providing peak load predictor service. The cost of the South River contract will be shared by the participating entities on a percentage of each of the 20 entity’s electricity load. BCPS’ cost represents approximately 14 percent.

Through this use of wholesale market access, BCPS anticipates its annual electricity net savings to be $85,000.

**Recommendation:**

Award of contract is recommended to:

South River Consulting, LLC  
Baltimore, MD

**Responsible school or office:** Office of Maintenance and Construction  
**Contact person:** Pete Dixit  
**Funding source:** Operating Budget
On November 23, 1999, the Baltimore County Board of Education approved a contract to provide for locksmith services (3-322-00). This contract is due to expire December 31, 2005. The Office of Purchasing’s due diligence process identified that the Medeco KeyMark system in place for BCPS is of a proprietary nature. Under Medeco contractual obligations, any master key system developed by a Medeco locksmith in the KeyMark Service Center program must be supported by the originating locksmith. As the lock system was created by Easter’s Lock & Key Service, Inc., for BCPS, additional products must be purchased exclusively from Easter’s Lock & Key Service, Inc. If the provider does not fulfill its contractual legal obligations, BCPS has the right to contact Medeco Security Locks for mediation.

Superintendent’s Rule 3215 creates guidelines and procedures for sole-source procurement only under specific guidelines. The rule permits a sole-source contract when the Office of Purchasing determines that it would be advantageous or that it would be impractical to seek or utilize another source when the requirement is only available from a single source and when the compatibility of equipment, accessories, or replacement parts is the paramount consideration. Similarly, Office of Purchasing procedure OP4002.4 states that a sole-source purchase may arise from the following conditions: copyrighted products, such as software, publications, textbooks, media, or products (specialized and/or advanced technology) which ensure a compatible learning environment for students/faculty at various school sites.

Recommendation:

Recommendation of award to:

Easter’s Lock & Key Service, Inc. Baltimore, MD

Responsible school or office: Office of Maintenance and Construction

Contact person: Dennis N. Elkins

Funding source: Operating Budget
8. **Contract**: Microwave and Ancillary Equipment (Wireless)  
**Contract #:** JMI-630-06 (MD Department of Budget and Management 050B5800104)  

**Term:** 2 years  
**Extension:** 3 years  
**Contract Ending Date:** 04/30/10 (tentative)  
**Estimated annual award value:** $50,000  
**Estimated total award value:** $250,000  

**Bid issued:** NA  
**Pre-bid meeting date:** NA  
**Due date:** NA  
**No. of vendors issued to:** NA  
**No. of bids received:** NA  
**No. of no-bids received:** NA  

**Description:**  
This contract consists of participating in the Maryland Department of Budget and Management’s (DBM) solicitation for microwave and ancillary equipment (wireless), which was awarded April 13, 2005. This DBM contract provides for the purchase and installation of enterprise wireless microwave equipment. The purpose of this request is to provide high speed microwave data connections between BCPS buildings where other means of connections such as fiber is either impractical or not cost effective.  

**Recommendation:**  
Recommendation of award to:  

- **Business Information Group, Inc.**  
- **York, PA**  

**Responsible school or office:** Office of Technology  
**Contact person:** Gary Schlimme  
**Funding source:** Operating Budget and Capital Funds
9. **Contract:** Sod, Various Types  
   **Contract #:** JMI-617-06  
   **Term:** 5 years  
   **Extension:** 0  
   **Contract Ending Date:** 12/31/10 (tentative)  
   **Estimated annual award value:** $ 40,000  
   **Estimated total award value:** $200,000  
   **Bid issued:** August 11, 2005  
   **Pre-bid meeting date:** NA  
   **Due date:** September 23, 2005  
   **No. of vendors issued to:** 2  
   **No. of bids received:** 1  
   **No. of no-bids received:** 0

**Description:**

Specifications for solicitation were designed to obtain delivered and/or picked-up pricing for various types of sod. Award bidders were ranked according to the most favorable price submitted for each material.

**Recommendation:**

Recommendation of award to:

Aldino Sod Farms, Inc.  
Churchville, MD

**Responsible school or office:**  
Office of Grounds

**Contact person:**  
Roland Nickoles

**Funding source:**  
Operating Budget
Contract #: JMI-635-04  

Term: 1 yr, 5 mo.  Extension: 6 mo.  Contract Ending Date: 6/31/05 (tentative)  
Estimated annual award value: $52,663  
Estimated modification amount: $11,000  
Estimated total award value: $63,663  

Bid issued: January 22, 2004  
Pre-bid meeting date: February 3, 2004  
Due date: February 10, 2004  
No. of vendors issued to: 6  
No. of bids received: 5  
No. of no-bids received: 0  

Description:  
Due to issues with window caulking and exterior panel installation on the Woodholme Elementary School project, it has been necessary to call on the testing agency, Reuling Associates, Inc., much more than originally anticipated. Outside inspection services are required to verify proper material installation. The additional funding is requested for material inspection services in order to verify a water-tight building.  

Recommendation:  
Award of contract modification is recommended to:  

Reuling Associates, Inc.  
Timonium, MD  

Responsible school or office: Office of Engineering and Construction  

Contact person: Richard H. Cassell, P.E.  

Funding source: Capital Budget
11. **Contract:** Systemic Renovation – Villa Cresta Elementary School  
**Contract #:** MBU-566-06  

**Term:** 9 months  
**Extension:** 0  
**Contract Ending Date:** 8/31/06 (tentative)  
**Estimated annual award value:** $185,401  
**Estimated modification amount:** $18,540  
**Estimated total award value:** $203,941  

**Bid issued:** September 15, 2005  
**Pre-bid meeting date:** September 22, 2005  
**Due date:** October 6, 2005  
**No. of vendors issued to:** 7  
**No. of bids received:** 1  
**No. of no-bids received:** 1  

**Description:**  
This project consists of the replacement of ceilings, interior lighting, terrazzo flooring, and plumbing fixtures; modifications to the sprinkler system; and ADA upgrades. A summary of the bids received is below.  

**Recommendation:**  
Award of contract is recommended to:  

RWC Contracting Corp.  
Baltimore, MD  

**Responsible school or office:** Office of Construction and Engineering  
**Contact person:** Richard H. Cassell, P.E.  
**Funding source:** Capital Budget  

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th>RWC Contracting Corporation</th>
<th>M&amp;M Welding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Bid</td>
<td>$105,484</td>
<td>No Bid</td>
</tr>
<tr>
<td><em>Add Alternate #1 Ceiling and lighting replacement in eight classrooms.</em></td>
<td></td>
<td>$79,917</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$185,401</strong></td>
<td></td>
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</table>
12. **Contract**: HVAC Upgrades – Prettyboy Elementary School  
**Contract #**: MBU-565-06

**Term**: 10 months  
**Extension**: 0  
**Contract Ending Date**: 9/3/06 (tentative)

- **Estimated annual award value**: $176,000  
- **Estimated modification amount**: $17,600  
- **Estimated total award value**: $193,600

**Bid issued**: September 25, 2005  
**Pre-bid meeting date**: September 21, 2005  
**Due date**: October 5, 2005  
**No. of vendors issued to**: 6  
**No. of bids received**: 2  
**No. of no-bids received**: 0

**Description**:

This project consists of the replacement of various HVAC equipment and associated electrical items. A summary of the bids received is below.

**Recommendation**:

Award of contract is recommended to:

- **M&M Welding and Fabricator, Inc.**  
  **Gaithersburg, MD**

**Responsible school or office**:
Office of Engineering and Construction

**Contact person**:
Richard Cassell, P.E.

**Funding source**:
Capital Budget

<table>
<thead>
<tr>
<th><strong>Bidders’ Names</strong></th>
<th>M&amp;M Welding and Fabricator, Inc.</th>
<th>Chilmar Corporation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base Bid</strong></td>
<td>$176,000</td>
<td>$213,654</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$176,000</td>
<td>$213,654</td>
</tr>
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</table>
13. **Contract:** Ventilator Replacement – Padonia International Elementary School

**Contract #:** MBU-564-06

**Term:** 1 year  **Extension:** 0  **Contract Ending Date:** 10/30/06 (tentative)

**Estimated annual award value:** $236,000  
**Estimated modification amount:** $ 23,600  
**Estimated total award value:** $259,600

**Bid issued:** September 15, 2005  
**Pre-bid meeting date:** September 22, 2005  
**Due date:** October 6, 2005  
**No. of vendors issued to:** 7  
**No. of bids received:** 3  
**No. of no-bids received:** 0

**Description:**

This project consists of the replacement of classroom ventilators, controls, and associated electrical and architectural work. A summary of the bids received is below.

**Recommendation:**

Award of contract is recommended to:

Denver-Elek, Inc.  
Baltimore, MD

**Responsible school or office:** Office of Construction and Engineering

**Contact person:** Richard H. Cassell, P.E.

**Funding source:** Capital Budget

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th>Base Bid</th>
<th>Add Alternate #1</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Denver-Elek, Inc.</td>
<td>Chilmar Corporation</td>
<td>M&amp;M Welding and Fabricators, Inc.</td>
</tr>
<tr>
<td>Base Bid</td>
<td>$205,000</td>
<td>$244,750</td>
<td>$352,000</td>
</tr>
<tr>
<td>Add Alternate #1 Extend DDC to all unit ventilators.</td>
<td>31,000</td>
<td>32,470</td>
<td></td>
</tr>
<tr>
<td>Base bid includes cost of alternate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$236,000</td>
<td>$277,220</td>
<td>$352,000</td>
</tr>
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</table>
DATE: October 25, 2005
TO: BOARD OF EDUCATION
FROM: Dr. Joe A. Hairston, Superintendent
SUBJECT: FY2006 CAPITAL BUDGET APPROPRIATION TRANSFER (BAT)
ORIGINATOR: J. Robert Haines, Deputy Superintendent, Business Services
RESOURCE PERSON(S): Barbara Burnopp, Chief Financial Officer

RECOMMENDATION

That the Board of Education members approve a $539,900 budget appropriation transfer for the Capital Projects Fund.

* * * * * * * * * * * * * * * * * * * * * * * * * *

This budget appropriation transfer will redirect funds from completed projects to fund the remaining balance needed for the Milford Mill cafeteria expansion project. If approved, this BAT will be forwarded to Baltimore County for their approval. This additional funding, as well as board approval of the project contract, is needed before BCPS can accept the current bid for Milford Mill.

Attachment I – BCPS Capital Budget Appropriation Transfer
## BALTIMORE COUNTY PUBLIC SCHOOLS

### BUDGET APPROPRIATION TRANSFER

<table>
<thead>
<tr>
<th>Category</th>
<th>Present Appropriation</th>
<th>Transfer</th>
<th>New Appropriation</th>
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</thead>
<tbody>
<tr>
<td>13.110 Milford Mill Acad.</td>
<td>1,535,000</td>
<td>539,900</td>
<td>2,074,900</td>
</tr>
<tr>
<td>13.026 Parkville HS</td>
<td>6,878,229</td>
<td>150,106</td>
<td>6,728,123</td>
</tr>
<tr>
<td>13.056 Franklin MS</td>
<td>5,382,077</td>
<td>673,599</td>
<td>5,542,716</td>
</tr>
<tr>
<td>13.099 Parkville MS</td>
<td>5,242,000</td>
<td>200,000</td>
<td>5,442,000</td>
</tr>
<tr>
<td>13.671 Roof Rehabilitation</td>
<td>78,536,412</td>
<td>86,788</td>
<td>78,449,624</td>
</tr>
<tr>
<td>13.672 Site Improvements</td>
<td>16,090,139</td>
<td>35,647</td>
<td>16,054,492</td>
</tr>
</tbody>
</table>

### SOURCES OF REVENUE

<table>
<thead>
<tr>
<th>Category</th>
<th>Present Appropriation</th>
<th>Transfer</th>
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</tr>
</tbody>
</table>

### Total Increase

- **$ 539,900**

### Total Decrease

- **$ 539,900**

### Explanation:

This budget appropriation transfer will redirect funds from completed projects to fund the remaining balance needed for the Milford Mill cafeteria expansion project.

### Signatures Required:

- **Budget & Reporting**
- **Fiscal Services** Date
- **Superintendent** Date
- **Board of Education** Date
13.110 Milford Mill Academy

A transfer of $539,900 will provide the necessary funds for the expansion of the cafeteria at Milford Mill Academy.

Summary of Decreases

13.026 Parkville HS
$150,106 is available due to the savings in the Parkville HS addition project.

13.056 Franklin MS
$67,359 is available due to the savings in the Franklin MS addition project.

13.099 Parkville MS
$200,000 is available due to the savings in the Parkville MS renovation project.

13.671 Roof Rehabilitation
$86,788 is available due to the savings in roof rehabilitation projects.

13.672 Site Improvements
$35,647 is available due to the savings in site improvement projects.
Minutes
SW Education Advisory Meeting
Riverview Elementary School
September 21, 2005

Council Attendees: Brian Bailey, Elizabeth Lee, Sharon Loving, Sam Macer, Lisa Orens, Susan Wilken

Others in attendance: Tom DeHart (Lansdowne HS Principal), Kate Delker (Hillcrest Parent), Kiki Geis (Lansdowne MS Principal), Gerald Judd (PTA AVP), Ken Lockette (Lansdowne MS AP), Penny McCrimmon (NW area parent), David Parker (Catonsville MS AP), Cindy Saathoff (Hillcrest Parent), Dawn Wade (Leadership through Athletics), Don Weglein (Western Principal), Riverview Staff (Thomas Small, Principal; Anna Marie Costello, AP; Susan Nelson, AP)

Tour begun at 7:09 pm. Led by Principal, Tom Small complete at 7:45 pm. Structure built in 1950’s, later addition; mirror structure to Woodmoor ES. Air conditioning in contained areas only (e.g. library). Over 500 students, 2 assistant principals, partly due to Title 1 status. Class size generally in low 20’s; three of most grade levels, 4 full day kindergarten, 3 Pre-K. Highest transfer ratio in county at 43%; about 84% of student population is approved for free/reduces lunch. LCC is “Literary Communication Center” to help highlight multimedia focus; announcements done by students in television studio. Business partners include Marty Resnick and Michael Phelps; international partnership with United Kingdom.

Meeting called to order 7:53 pm by Lisa Orens.

I. Lisa introduced Susan Wilken, Assistant to SW Area Assistant Superintendent. Susan apologized for Dr. Rodriguez’ absence but he was attending BOE operational budget meeting.

A. New Administrative Staffing: few new assignments indicate stability

B. Projected enrollment in SW is decreasing.

Sam Macer questioned: Given Title 1 transfer option parents have questioned why no school in the southwest area was offered and it was explained that it was a capacity issue. Susan indicated she had no frame of reference to respond. Sharon Loving questioned if we could get a response. Susan responded that the Title 1 office could be contacted. Sam remarked that Title 1 was represented at the parent meeting and that they indicated the decision was made by Strategic Planning.

[Per follow up email from Susan: “Per Lisa Williams, Supervisor, Title I Office, schools were excluded from receivership for three reasons:
   • Their projected enrollments were at 90% capacity
   • They were a Magnet status school
   • They were in alert or school improvement status”]

C. Performance status
   1. “Local Attention”: One school did not meet AYP (Featherbed ES)
   2. “School Improvement year 1” (has not met AYP for 2 consecutive years): Three SW schools in this category (Arbutus MS, Lansdowne MS and Southwest Academy)

Elizabeth Lee questioned: Do parent have the option to transfer from these schools at this point? Tom DeHart indicated letters had been sent to parents and a meeting was held during the summer; one parent attended and chose not to transfer. Ken Lockette added that the transfer option closed July 1.

Lisa questioned if a school like Catonsville Elementary who receives large influxes of foster children is considered for different number calculations regarding test scores as they pertain to AYP. Susan responded that students entering after September 30, while tested, are not included in
any statistical calculations for the school; they are counted for the County if they are enrolled from September 30 until the time of testing.

Sharon questioned whether new middle school at Windsor Mill has the potential to impact AYP for school such as Southwest Academy should there be an enrollment shift. Susan indicated there will be an impact and it should be a positive one.

3. “Corrective Action”: One school is currently in this status (Woodlawn MS)

Sam questioned if Woodlawn MS does not make AYP this year, what options will there be? Susan indicated she was unsure but would get back to him with an answer.

[Per follow up email from Susan:

“At least one of the following alternative governance structures must be selected per the Maryland State Department of Education’s directions:

- Replace all or most of the school staff, which may include the principal, who are relevant to the school’s inability to make AYP.
- Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school.
- Re-open the school as a public charter school
- Implement one of the following major restructuring of the school’s governance that is consistent with the principals of restructuring. **If this option is selected, one of the following (a-e) must be selected:**
  a.) **Temporarily suspend the office of the school principalship.** Have the Central Office take over the administration of the school through the appointment of a central office administrator to govern the school.
  b) **Appoint/employ independent “turn-around specialist” for the school.** This person would have limited powers over the school, e.g. in decisions regarding curriculum, staff development, decision-making process, school improvement plan, etc. Qualifications of the position would be determined by MSDE. Specific powers of the specialist would be determined by the Local Board of education.
  c.) **Close the school and reopen as a complete school of choice within the government of the school system.** The school would need to identify itself specifically by what it would be able to offer students in terms of academic programs and expected performance. For example, a focus school where a specific approach to learning is implemented on a schoolwide basis. This option would require a State appointed monitor/coach to assist the school in developing its focused, mission, goals, and operational structure. Monitors/Coaches would be funded by the district and/or school using Title I funds and would be on contract for no less than 100 school days (may include summer work with the staff)
  d.) **Use of external-based reform model.** Model must include alternative governance approaches and schoolwide instructional reform, not merely a change in curricular materials.
  e.) **Instead of closing the school and reopening as a charter school, replicate the governance model of a charter school.** Establish a governing Board to oversee the school, with representatives of the teachers, administration, parents, business and community leaders. Have the local board of education grant the Governing board some degree of autonomy in pursuing an aggressive improvement plan. Establish a sunset date for the Governing Board to cease to exist, and hold that board accountable for school improvement within that time.”]}

D. Lansdowne MS is in the first year of implementation of its new magnet program, “Center for Career and Professional Studies”

E. The Bridge Center is operational and is a program for student in transition; it is not a “school”. To date, there have been 32 students, 69% from the SW.

F. Windsor Mill MS
Sam questioned geographic setting of this school; how are Southwest Academy student supposed to be included from so far a distance? Susan indicated seven schools were present for a meeting discussing where impact should lie once construction is complete. Elizabeth request list of schools be shared with Advisory Council. [Per follow up email from Susan, seven (7) schools are Southwest Academy, Woodlawn Middle, Old Court Middle, Pikesville Middle, Deer park Middle, Sudbrook Magnet Middle, Windsor Mill Middle.]

II. New Business
A. New Student member: Christina Parr, Catonsville HS
B. Parent Concern: relocatables
1. Hillcrest ES: Kate Delker and Cindy Saathoff voiced concerns about safety and security at Hillcrest Elementary School. Relocatables are used for 3rd grade homerooms. The students transition up to 6 times daily for different academic subjects. There appears to be a nearly constant flow of students in and out of the relocatables.
   a. Safety and security
      i. Hillcrest has a locked system. Children have to use a key to go into the main building for restroom office or emergency needs
      ii. Had been using a buddy system, principal eliminated it, now an adult is required to retrieve the children at the door.
      iii. Inclement weather could result in a student being injured
      iv. Stray animals could be dangerous
      v. Relocatables are visible from the parking lot
   b. Impact on learning
      i. Teachers have to help retrieve students from relocatables, disrupting instructional and planning time
      ii. Students losing instructional time going back and forth
   c. Parents Requests
      i. Make the trailers secure
      ii. Install a video camera and buzzer
      iii. Enclose the area with a fence
      iv. Use the relocatables for classes that don’t need to transition as much, or use them for the teachers lounge and Reading Reduction
2. Woodbridge ES: Student was sent alone to go into the building to use the restroom. She saw a man and fled and hid. (Note: Parent documentation attached.)
3. When asked if they thought that the 4th or 5th grades should use the relocatables, Kate said the 4th and 5th graders transition more than the 3rd graders.
4. The parents are waiting to hear from Charles Jenkins regarding their concerns. Sam Macer suggested they try to find out if other schools are experiencing the same concerns. He also recommended they contact Joe Pallozzi. Penny McCrimmon suggested they also check with New Town.
C. Volunteer Opportunities:
1. Calendar Committee
2. Windsor Mill Middle School Boundary Committee
   a. Sam wants to attend; Sharon responded to Susan’s email invitation with a request for inclusion.
   b. Dates have not been set
[Per follow up email from Susan:
   • Meeting 1 – Nov. 2, 2005  5:30-7:30pm  Southwest Academy, Library
   • Meeting 2 – Nov. 16, 2005  5:30-7:30pm  Southwest Academy, Library
   • Meeting 3 – Dec. 7, 2005  5:30-7:30pm  Southwest Academy, Library
   (snow date – Dec. 14, 2005)
   • Meeting 4 – Dec. 21, 2005  5:30-7:30pm  Southwest Academy, Library
   (snow date – January 4, 2006)
III. Old Business
A. Student members still needed: Woodlawn and Lansdowne
B. Group Homes: Penny McCrimmon explained that Delegate Daniel Morhaim is proposing changes in the way group homes are regulated. Proposal indicates there should be a procurement process, including:
   - Homes would have contracts
   - Records would follow children within 3 days of arrival at the home
   - Foster parents would be required to participate in PTA
   - Children would be kept as close as possible to their home school
   - Number of children in a facility would have limit
C. SWEAC Goals:
   1. Each member plans one meeting
   2. Each member liaisons with specific schools
   3. Increase SWEAC presence at BOE meetings
D. Back to School night meetings
   1. Council members received copies of the Educational Advisory Council brochure to give to schools
   2. Council members received copies of an article and the SWAEAC schedule to ask principals to include in their newsletter
E. Communications policy
   1. Woodlawn Middle School students not allowed to have cell phones
   2. BCPS policy is that cell phones are allowed in lockers or backpacks and are not to be on while school is in session
   3. Susan will contact the Woodlawn MS Principal
F. Dr. Fine and community concerns
   1. Brian Bailey has been attending meetings with Dr. Eric Fine addressing concerns at the Woodlawn Health Center
      a. Dr. Fine cited a report by Johns Hopkins for the Essex area.
         i. Wants the BOE to reevaluate their relationship with the Health Department
         ii. Baltimore City Schools work together
      b. BCPS uses the State curriculum for health
      c. Teen pregnancy rate is higher in Lansdowne, Baltimore Highland and Riverview areas than in Baltimore City
      d. Highest among 14 and 15 year olds
   2. Brian suggested that the Sex Education curriculum include more information about HIV and other sexually transmitted diseases.
      a. Given the high pregnancy rate among 14 and 15 year olds, he feels that 11th grade is too late to teach about HIV and STDs
      b. Programs should be customized to the needs of specific areas

Lisa asked that the SWAEAC be invited to school events

Meeting adjourned at 9:15 pm.

Respectfully submitted,
Sharon Loving and Lisa Orens
Secretary and Chair, SW Education Advisory Council
<table>
<thead>
<tr>
<th>School Name</th>
<th>Percent</th>
<th>School Name</th>
<th>Percent</th>
<th>School Name</th>
<th>Percent</th>
</tr>
</thead>
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<td>96.8</td>
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<td>Hillcrest ES</td>
<td>93.3</td>
<td>Woodbridge ES</td>
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<td>Arbutus ES</td>
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### 2005 MSA Middle School
Reading and Math % Proficient or Above
Ranked from Highest Performing to Least

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<tr>
<th>6th Grade – Reading</th>
<th>6th Grade – Math</th>
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<tr>
<td>Catonsville MS - 85%</td>
<td>Catonsville MS - 74.2%</td>
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<tr>
<td>Arbutus MS - 75%</td>
<td>Arbutus MS - 60.4%</td>
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<tr>
<td>* Woodlawn MS - 57.7%</td>
<td>Lansdowne MS - 43.1%</td>
</tr>
<tr>
<td>* Southwest Academy - 57.4%</td>
<td>* Woodlawn MS - 35.5%</td>
</tr>
<tr>
<td>Lansdowne MS - 56%</td>
<td>* Southwest Academy - 33.0%</td>
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<table>
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<th>7th Grade – Reading</th>
<th>7th Grade Math</th>
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<tr>
<td>Catonsville MS – 87.3%</td>
<td>Catonsville MS – 84.8%</td>
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<tr>
<td>Arbutus MS - 71.9%</td>
<td>Arbutus MS - 58.2%</td>
</tr>
<tr>
<td>*Southwest Academy - 57.2%</td>
<td>*Southwest Academy - 35.1%</td>
</tr>
<tr>
<td>Lansdowne MS – 48.6%</td>
<td>Lansdowne MS - 29.8%</td>
</tr>
<tr>
<td>*Woodlawn - 43.1%</td>
<td>*Woodlawn MS - 28.7%</td>
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<td>Catonsville MS – 69.0%</td>
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<tr>
<td>Arbutus MS – 71.3%</td>
<td>Arbutus MS – 46.0%</td>
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<tr>
<td>Lansdowne MS – 56.8%</td>
<td>Lansdowne MS – 42.1%</td>
</tr>
<tr>
<td>*Southwest Academy – 51.3%</td>
<td>*Southwest Academy – 28.9%</td>
</tr>
<tr>
<td>*Woodlawn MS – 43.5%</td>
<td>*Woodlawn MS 24.6%</td>
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* 4th Councilmanic District Schools
<table>
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<th>White</th>
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</thead>
<tbody>
<tr>
<td>Catonsville HS</td>
<td>51.9% (-7%)</td>
<td>25% (-13.2%)</td>
<td>72.1% (-4.2%)</td>
</tr>
<tr>
<td>Lansdowne HS</td>
<td>33.6% (-8.7%)</td>
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</tr>
<tr>
<td>Western HS</td>
<td>65.4% (-19.5%)</td>
<td>58.6% (-21%)</td>
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<td>Woodlawn HS</td>
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<td>46.7% (-11%)</td>
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### Government

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<td>Catonsville HS</td>
<td>67.9% (+0.4%)</td>
<td>39.8% (-9.1%)</td>
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<tr>
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<td>88.7% (+0.5%)</td>
<td>94.0% (+3.2%)</td>
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<tr>
<td>Woodlawn HS</td>
<td>40.4% (-4%)</td>
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### Algebra

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<tr>
<td>Catonsville HS</td>
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<td>13.0% (-4.5%)</td>
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<tr>
<td>Western HS</td>
<td>49.6% (2.7%)</td>
<td>41.0% (0.2%)</td>
<td>62.5% (+11.2%)</td>
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<tr>
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<td>12.0% (0.2%)</td>
<td>11.5% (+0.2%)</td>
<td>0% (-21.7%)</td>
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### Graduation Rate

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<tbody>
<tr>
<td>Catonsville HS</td>
<td>85.68% (+2.04%)</td>
<td>87.80% (+16.37%)</td>
<td>84.48% (-1.75%)</td>
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<tr>
<td>Lansdowne HS</td>
<td>75.52% (-3.08%)</td>
<td>81.13% (8.72%)</td>
<td>70.69% (-5.61%)</td>
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<tr>
<td>Western HS</td>
<td>98.76% (no change)</td>
<td>98.10% (-0.93%)</td>
<td>99.07% (+0.7%)</td>
</tr>
<tr>
<td>Woodlawn HS</td>
<td>89.95% (-3.41%)</td>
<td>89.2% (-3.96%)</td>
<td>100% (+9.09%)</td>
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### Drop Out Rate

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<tbody>
<tr>
<td>Catonsville HS</td>
<td>3.08% (-0.84%)</td>
<td>3.25% (-1.06%)</td>
<td>3.07% (-1.0%)</td>
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<tr>
<td>Lansdowne HS</td>
<td>5.73% (-0.68%)</td>
<td>5.54% (+0.9%)</td>
<td>5.80% (-0.86%)</td>
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<td>Western HS</td>
<td>0.73% (+0.1%)</td>
<td>0.90% (-0.5%)</td>
<td>0.70% (+0.29%)</td>
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<tr>
<td>Woodlawn HS</td>
<td>4.88% (+0.43%)</td>
<td>4.59% (+0.05%)</td>
<td>7.22% (+3.01%)</td>
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### Attendance Rate

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<td>88.6% (+0.6%)</td>
<td>88.7% (+0.8%)</td>
<td>86.8% (+1%)</td>
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Page 8
Southwest Area Educational Advisory Council Meeting
September 21, 2005

As requested, below are the answers to the questions that I needed additional time to research. Please disseminate for me.

**Why were no schools in the southwest area identified to receive students from Woodlawn M and Lansdowne M under the Title I transfer option policy?**

Per Lisa Williams, Supervisor, Title I Office, schools were excluded from receivership for three reasons:

- Their projected enrollments were at 90% capacity
- They were a Magnet status school
- They were in alert or school improvement status

**What happens to Woodlawn Middle next year in the event that it does not meet AYP and subsequently moves into Restructuring Year 2?**

At least **one** of the following alternative governance structures must be selected per the Maryland State Department of Education’s directions:

- Replace all or most of the school staff, which may include the principal, who are relevant to the school’s inability to make AYP.
- Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school.
- Re-open the school as a public charter school
- Implement one of the following major restructuring of the school’s governance that is consistent with the principals of restructuring. **If this option is selected, one of the following (a-e) must be selected:**
  a.) *Temporarily suspend the office of the school principalship.* Have the Central Office take over the administration of the school through the appointment of a central office administrator to govern the school.
  b) *Appoint/employ independent “turn-around specialist” for the school.* This person would have limited powers over the school, e.g. in decisions regarding curriculum, staff development, decision-making process, school improvement plan, etc. Qualifications of the position would be determined by MSDE. Specific powers of the specialist would be determined by the Local Board of education.
  c.) *Close the school and reopen as a complete school of choice within the government of the school system.* The school would need to identify itself specifically by what it would be able to offer students in terms of academic programs and expected performance. For example, a focus school where a specific approach to learning is implemented on a schoolwide basis. This option would require a State appointed monitor/coach to assist the school in developing its focused, mission, goals, and operational structure. Monitors/Coaches would be funded by the district and/or school using Title I funds and
would be on contract for no less than 100 school days (may include summer work with the staff)

d.) **Use of external-based reform model.** Model must include alternative governance approaches and schoolwide instructional reform, not merely a change in curricular materials.

e.) **Instead of closing the school and reopening as a charter school, replicate the governance model of a charter school.** Establish a governing Board to oversee the school, with representatives of the teachers, administration, parents, business and community leaders. Have the local board of education grant the Governing board some degree of autonomy in pursuing an aggressive improvement plan. Establish a sunset date for the Governing Board to cease to exist, and hold that board accountable for school improvement within that time.

What 7 middle schools will be involved in the Boundary Change Process for Windsor Mill Middle?

- Pikesville Middle
- Southwest Academy
- Old Court Middle
- Deer park Middle
- Woodlawn Middle
- Sudbrook Magnet Middle
- Windsor Mill Middle

What are the meeting dates and times for the Community Boundary Process for Windsor Mill Middle?

- Meeting 1 – Nov. 2, 2005 5:30-7:30pm Southwest Academy, Library
- Meeting 2 – Nov. 16, 2005 5:30-7:30pm Southwest Academy, Library
- Meeting 3 – Dec. 7, 2005 5:30-7:30pm Southwest Academy, Library
  (snow date – Dec. 14, 2005)
- Meeting 4 – Dec. 21, 2005 5:30-7:30pm Southwest Academy, Library
  (snow date – January 4, 2006)
- Public Forum – January 18, 2006 Time: TBA Location: TBA
- Meeting 5 – Feb. 1, 2006 6-7pm Southwest Academy, Library
  (snow date – Feb. 8, 2006)